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| **Job Title** | Designer and Scenic Artist |
| **Reports to** | Director of Drama |

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| **Job Purpose** |
| We are seeking to recruit a talented, dynamic and imaginative Designer and Scenic Artist to work alongside our professional theatre staff. The Designer and Scenic Artist will design, make and paint sets for high quality productions in our main house, studio spaces and other college venues  The Designer and Scenic Artist will act as a mentor to a Junior Designer and Scenic Artist, supervising their work on a day-to-day basis and offering them support and guidance. |

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| **Key Tasks and Responsibilities** |
| * Designing, painting, making and dressing sets for productions in the Main House Theatre, Caccia Studio and other spaces across the school; * Providing production design advice for all directors; * Working with the Director of Drama and Production Manager on the practicalities of construction before finalising a design; * Identifying any extra support required to build a set and working with the Production Manager and Director of Drama to source that support; * Operating within the constructional, budgetary and health and safety constraints of the theatre as set by Director of Drama and/or Production Manager; * Providing detailed specifications, scaled ground plans, models and working drawings as required; * Sourcing materials, props and furniture for all productions designed; * Meeting production deadlines; * Advising on the design of sets and props for productions in other College venues including but not limited to Independent plays and curricular drama productions; * Supervising the work of the Junior Designer and Scenic Artist on a day-to-day basis, and overseeing their design work on the productions where they act as the lead Designer; * Developing the skills of the Junior Designer and Scenic Artist through mentoring and training; * Co-ordinating the student led Stage management of Main House and Studio shows, alongside the rest of the theatre team; * Motivating, guiding and working with students on painting techniques and the stage management of shows; * Supervising students working in the Farrer Theatre and Caccia Studio and other College venues used for performance; * Ensuring that all College health and safety and security procedures are observed; * Maintaining and encouraging good housekeeping practices throughout the theatres along with the rest of the creative team; * Assisting with fit-ups and get outs as part of the theatre team; * Supporting the Head of Theatre Studies in a non-teaching capacity in the delivery of the academic programme; * Undertaking any other reasonable task as requested to ensure the effective running of the theatre. |

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| **Skills and Competencies Required** |
| To be successful in this role, you will need to be able to demonstrate the following:   * A good training qualification in a relevant subject (and/or equivalent professional training); * Experience of designing and painting sets and props. If you also have experience of prop and furniture sourcing and providing design advice then this would be particularly advantageous; * Traditional fine arts skills of sketching, rendering, and painting. Also, ideally be well versed in techniques such as marbling, ragging, and wood graining and texturing, and should have a good understanding of art history, period styles, motifs and architecture; * Good working knowledge and experience of design-related software; * Detailed knowledge of the requirements of the relevant health and safety legislation and procedures when working with paints is essential; * Experience of making sets; * Prior experience of supervising others is desirable; * Experience of stage management practices is desirable.   In addition to your experience, you may enjoy this role if you possess:   * Excellent verbal communication skills and presentation skills; * Good written communication skills; * Strong planning and organisational skills; * Excellent time management skills with the ability to work well under pressure and to deadlines; * Creativity and resourcefulness in problem solving; * The ability to work alongside and motivate students; * The ability to change ideas into a three –dimensional design; * A commitment to continued professional development; * The ability to work collaboratively as part of a team; * The ability to work evenings and weekends as required according to the level of activities in Theatres and the School programme; * An imaginative, enthusiastic and adaptable approach with high levels of efficiency. |

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| **Working pattern and employment details**   * This role is predominantly term time plus three days at the start and end of each term, typically working 48 hours per week, over six days. Sunday mornings 09.00-13.00 are required if there is a get-out. Sunday afternoons and evenings will be required when there are technical rehearsals. However, these hours are not fixed and can vary according to the level of the activities in the Theatre and the school programme. * In addition to the above it is assumed that about 274 hours will be worked in the school holidays or in the evenings in term time. A typical breakdown of when these hours will be worked might be as follows: * *4 days @ 8hrs each in the Christmas holidays. 32 hrs* * *3 days @ 8 hrs each in the Easter holidays 24 hrs* * *4 days @ 8 hrs each in the Summer holidays 32 hrs* * *Production Housekeeping 14 hrs* * *Farrer Theatre & Caccia Studio Get-Outs 28 hrs* * *Production Rehearsals. Mostly evenings. 144 hrs* * The exact days and hours of your working week will be by mutual agreement with the Director of Drama, and there may be the opportunity to work some of these hours outside of term time. * On top of the above working weeks, you are entitled to 5.6 weeks paid holiday. You are required to take your annual leave during non-term periods, excluding the week before the start and after the end of each term. If a bank holiday falls during term time this is considered a normal working day, and you will receive a day’s holiday in lieu. The remainder of the school holiday constitutes unpaid holiday. |
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